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**Different methods in teaching foreign languages to enhance students'
autonomous learning**

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Abstract: This article mainly aims at exhibiting the productive and efficient ways which contribute their shares to their academic success in students' further academic years.

Keywords: independent work, oral speech, phonetic games, lesson performance, speech activity, design technique, modernization, logical thinking.

In this entire world, the ambition to accomplish the tasks stipulating exhibit great intellect, contrivance, crave to get erudition, dream, here are vital conditions of incident of a consummate interest in subjects. Independent work is thought to be the specific form of the school pupils' tutelage activity characterizing by all its attributions. Authentically, it is the form of self-education bound with educational activity of the pupil in a class. The concept of self-sufficient pupil's work of modern didactics is certain to correspond with the constructing a teacher's role. Miscellaneous kinds of individual and concerted pupil's activity intend independent work. They are carried out by them in class and additional activity at home according to the tasks without direct teacher's partaking. Acquiring a foreign language at home and somewhere else out of class, supposes as a basis of account of independent pupils' activity. It depicts diverse kinds of activity with education and bringing up of the pupil's character himself, his independent work should be realized as free for choice, internally stimulated activity. It supposes performance by the pupil of

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numerous of actions creeping into it, the understanding of the intend of the activity, approval of an educational problem, presenting a personal sense to it, submission of other interests to performance of this problem and forms of employment of the pupil, self-organizing in the distribution of educational actions in time, self-checking in the course of performance and some other actions. Being proficient a foreign language is chained with the formation of pupils' pronunciations, lexical, grammatical, spelling and other skills. This is the basis of capabilities to comprehend oral speech, to amend speaking, reading and writing. Oral speech and first of all speaking practice is carried out straight way in the presence of the interlocutors which role at school is accomplished by the teacher and schoolmates. Yet, teaching speaking is supposed to have certain stages for which independent work is the most adequate form. It is also crucially vital to embrace certain links of work on a language material in independent work – acquaintance to it and partially training in its usage. As to reading, this kind of activity is made by the reader basically alone with itself; hence, independent work quite corresponds to it. Attentive listening to English speech takes place now not only in a class, without preparation, in the presence of the teacher, from its voice or in phono record, but there are also audio texts for independent pupils' work, and this form of work is quite practical to the given kind of speech activity. Such kind of work provokes pupils' meditative and speech activity, evolves their interest to the literature, serves the best being cognoscenti of culture of the country of studied language, and also prolongs of language. Thus, there is a process of accumulating of vocabulary. At the same time structure of the school children's vocabulary leads to the so-called passive-potential vocabulary. It is urgently important that pupils are contended with such kind of work.

The lesson in the form of a musical play raises progression sociocultural competence and acquaintance with the cultures of the English-speaking countries. Methodical pros of song imagination in instructing a foreign language is apparent. It promotes aesthetic and moral education of schoolchildren, discloses creative abilities of each pupil more profoundly. On account of musical singing at a lesson the

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admiring psychological climate is generated, the weariness diminishes, language activity is stirred up. In various cases' it serves also as a discharge degrading pressure and resuscitate pupils' working capacity. Lately the method of projects becomes more and more advocators. It is conducted to evolve child's lively independent thinking and to teach him to remember and breed knowledge which is given to him by school, and to be able to put them into practice. The design technique at work varies by a co-operative character on the project. Activity carried out is imaginative in its essence and focused on the person of the pupil. It assumes a supreme level of individual and collective liability for performance of each task on project working out. Teamwork of the group of pupils over the project is inextricable from active communicative interaction of pupils. The design technique is one of forms of the construction of research informative activity in which pupils take an active subjective position. Theme of the project can be joined with one subject sphere or have an inter-disciplined character. At selection of a theme of the project the teacher should be coached by interests and necessities of pupils, their eventualities and the personal weight of the approaching work, the practical importance of the result of work on the project. The implemented project can be presented in the most multifarious forms: an article, recommendations, an album, a collage and many other things. Forms of presentation of the project are also myriad: a report, a conference, a competition, a holiday, a performance. The basic idea of a method of projects embraces altering accent from a various kind of exercises on lively cogitative activity of pupils during joint creative work.

The specified forms of work are comprehensible in all classes. It is innate that its volume and character of management of it on the part of the teachers vary. In the methods it is taken to allot ensuing levels of independent work: - Reproducing (copying); - The semi creative; - The creative. Reproducing level of independent work is very crucial at learning a foreign language as it underlies its other levels, and it is liable for formation of pronouncing -lexical and grammatical base, for creation of samples in the pupil's memory. Independence is treated in pedagogy, as one of the

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person's properties. This property is characterized by two factors. The first ingredient involves set of means – knowledge, talents, skills which the person owns. The second one the relation of the person to activity process, its outcome and circumstances of the realization, and also communications evolving in the course of activity with other people. Independent work can be carried out in myriads of organizational forms: individually, in pairs, in small groups and the whole class. Each of the named forms exhorted to create and develop organizational, information, informative and communicative abilities of pupils. These capabilities will purvey advancement of pupils in language mastering in the unity with the development of their methods. Independent work at the present stage is a compulsory part of the curriculum and one of the major ingredients of the educational process the result of which is development of subject knowledge, the skills, thought as the integrated characteristic of readiness for the determination of problems. Independent pupils' work should be devoted to mastering the paths of informative activity by pupils.

At the same time independent work, its planning, organizational forms and methods, and also system of tracing of outcomes are not investigated in the pedagogical theory in a complete way of an education modernization context. As far as we can adjudicate, the great value in the organization of educational process raises a played motivation of the doctrine. The ways of training satisfying requirement of children in novelty of the studied material and a variety of carried out exercises are the strongest motivating factor. Usage of various ways of teaching promotes fastening of the language phenomena in memory, create more proof visual and acoustical images, preservation of interest and activity of pupils. The foreign language lesson is contemplated as the social phenomenon where the class audience is some certain social surroundings where educational process is an interaction of all present. Thus, the blockbuster in teaching is a result of collective use of all likelihoods for teaching. Enormous opportunities for formation and development of skills of independent creative activity are given by use of game in the course of teaching a foreign language. Game makes jaunty aspiration of pupils to communicate

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with each other and with the teacher, creates equality circumstances in speech partnership, and annihilates a traditional obstacle between the teacher and the pupil. Game gives the opportunities the shy to fracture an uncertainty barrier. In it everyone receives a role and should be the active partner in speech dialogue. In games pupils apprehend such elements of a dialogue as ability to commence conversation, to advocate it, to interrupt the interlocutor, from time to time to concur with his opinion or to decline it, ability to listen to the interlocutor purposefully, to inquire specifying questions etc. An ultimate objective of phonetic games is statement (correction) of a pronunciation, training in a pronunciation of sounds in words, phrases, working off intonation. In process of advancement forward phonetic games are realized at the level of words, offers, rhyming, tongue twisters, verses, songs.

Specificity of a foreign language embraces on the one hand on, mastering by speech activity. Speaking another language demonstrates rather labor-consuming intellectual process stipulating mobilization of their attention from pupils, memory, purposefulness, will, and with another – process of mastering a foreign language encourages the further knowledge of the world and cultural wealth of the people of other countries, their psychology, a path of life. Any subject of a school course does not demand such stable, regular work of pupils as a foreign language, which mastering requisitioned abilities, not much erudition. The fewer meetings of schoolchildren with the teacher in a class, at the lessons the more particularly needful of crucial for shaping of acquiring-informative encouragement. There is an aimful independent work of pupils during spare time at school and beyond a school.

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